



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4525 S College Ave, Tempe, AZ 85282

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Hilda Carr-Gaona  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : [www.tempeschools.org/schools/eevans.htm](http://www.tempeschools.org/schools/eevans.htm)  
Phone Number : (480) 839-8489  
Fax Number : (480) 838-0319  
E-mail : [hcarrgao@tempeschools.org](mailto:hcarrgao@tempeschools.org)

### Mission

Evans School is a safe and nurturing environment where all are respected, empowered, and motivated to be passionate learners and productive citizens.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Increase student achievement as measured by the TerraNova, District Assessments, and AIMS.
- ü Create an environment for risk-taking.
- ü Provide exceptional customer service.

### Enrollment

October 1, 2005 School Year Student Enrollment : 390  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 135

## Instructional Programs

- Ü Bodybrain Compatible Ed/ITI
- Ü Structured English Immersion
- Ü Reading First/Harcourt Trophies Core Pgm
- Ü Early Reading First Preschool
- Ü Citizenship in Action (CIA)
- Ü Compadre Mentoring Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

The Evans faculty and staff work diligently at providing a safe and focused student learning environment, where students are challenged at their instructional level and are raised to their highest potential in each subject.

### Parents

Show respect/support for child/staff/school; supervise reading/assist with homework; review school information; attend parent conferences/school functions; ensure daily attendance; praise progress; talk about Lifelong Guidelines/LIFESKILLS.

## Transportation Policy

A districtwide policy on transportation safety and behavior is followed. Violation of policy is referred to school for corrective/disciplinary action. Busing boundaries established by Governing Board.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rookie Teacher of the Year Award	2004
Ü Wells Fargo Grant Winner	2004
Ü Tempe Diablos Award for Innovative Program	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1503	80010	100	100	99	439	439	447	6	12	10	24	22	18	63	52	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	735	38935	100	100	99	436	438	447	11	12	9	18	22	19	63	53	55	8	13	17
Male	30	768	40974	100	100	98	443	440	448	NA	12	11	30	22	18	63	51	52	7	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	36	723	34545	100	100	99	431	430	432	3	14	14	31	26	24	67	52	53	NA	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	17	414	35142	100	100	99	465	465	465	6	5	5	6	12	11	65	53	56	24	31	28
Students with Disabilities	14	256	10161	100	100	93	428	419	419	14	29	28	36	29	28	36	32	36	14	10	8
Students without Disabilities	54	1247	69849	100	100	100	442	443	451	4	8	7	20	21	17	70	56	56	6	14	19
Limited English Proficient Students	10	262	14013	100	100	97	NA	409	413	NA	24	24	NA	38	34	NA	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	59	1056	39029	100	100	98	433	428	432	7	15	14	27	27	25	63	52	52	3	7	9
Non-Economically Disadvantaged	NC	447	40981	NC	100	100	NC	466	462	NC	5	6	NC	11	13	NC	54	54	NC	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1494	79438	100	100	98	445	443	451	6	11	9	29	29	24	62	52	56	3	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	731	38775	100	99	99	443	449	457	8	8	7	32	27	22	61	56	58	NA	9	13
Male	30	763	40560	100	100	97	447	439	446	3	14	12	27	30	25	63	49	54	7	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	36	717	34297	100	99	98	439	434	434	6	14	14	36	33	31	58	50	50	NA	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	17	413	34887	100	100	98	462	468	471	NA	5	4	24	19	15	65	58	63	12	18	18
Students with Disabilities	14	250	9588	100	98	88	422	413	416	21	31	30	29	31	32	50	34	34	NA	4	5
Students without Disabilities	54	1244	69850	100	100	100	451	449	456	2	7	7	30	28	23	65	56	59	4	8	12
Limited English Proficient Students	10	257	13856	100	98	96	NA	404	407	NA	28	27	NA	46	43	NA	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	59	1048	38685	100	99	97	441	432	435	7	14	14	32	33	32	59	50	50	2	3	5
Non-Economically Disadvantaged	NC	446	40753	NC	100	99	NC	470	467	NC	5	5	NC	17	16	NC	59	62	NC	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	1502	79971	99	100	99	436	424	423	3	9	8	36	38	41	58	48	49	3	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	38	735	38974	100	100	99	447	439	437	NA	6	5	29	32	33	66	55	57	5	7	4
Male	29	767	40895	97	100	98	422	408	410	7	12	10	45	44	47	48	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	35	720	34481	97	99	99	433	418	410	6	10	10	34	40	46	57	47	43	3	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	17	416	35150	100	100	99	434	440	437	NA	5	5	47	34	35	53	53	56	NA	8	5
Students with Disabilities	13	258	10258	93	100	94	400	372	377	8	23	23	54	52	51	38	23	25	NA	3	1
Students without Disabilities	54	1244	69713	100	100	100	445	434	429	2	6	5	31	36	39	63	53	52	4	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	58	1054	38994	98	99	98	433	414	409	3	10	10	36	42	47	57	45	41	3	2	1
Non-Economically Disadvantaged	NC	448	40977	NC	100	100	NC	445	437	NC	6	5	NC	29	34	NC	55	56	NC	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1609	80147	98	100	99	439	476	482	22	12	11	48	21	17	27	45	49	3	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	824	39281	100	100	99	427	476	483	31	12	9	46	21	17	23	44	50	NA	22	24
Male	34	785	40780	97	100	98	449	475	482	15	12	12	50	21	17	29	46	48	6	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	28	779	33494	100	100	99	431	468	466	25	13	15	50	25	23	25	46	49	NA	16	14
Asian/Pacific Islander	--	45	2103	--	100	99	--	495	515	--	9	4	--	13	8	--	42	44	--	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	18	464	36122	95	100	99	458	498	501	6	8	5	56	13	10	28	41	50	11	37	35
Students with Disabilities	12	243	10295	100	99	92	415	434	443	42	40	33	58	29	26	NA	23	33	NA	9	8
Students without Disabilities	48	1366	69852	98	100	100	446	483	488	17	8	7	46	19	16	33	49	51	4	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	45	1141	38371	100	100	97	437	464	465	24	16	15	47	25	23	27	45	49	2	15	13
Non-Economically Disadvantaged	15	468	41776	94	100	100	446	503	498	13	5	6	53	12	11	27	45	49	7	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	1601	79686	98	99	98	438	463	470	22	14	11	45	27	24	30	52	57	3	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	819	39163	100	99	99	442	470	475	19	11	9	38	23	22	38	56	60	4	9	10
Male	34	782	40438	97	99	97	436	457	465	24	16	13	50	30	25	24	48	54	3	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	28	773	33299	100	99	98	433	454	452	18	16	17	57	32	32	21	47	47	4	5	3
Asian/Pacific Islander	--	45	2097	--	100	99	--	472	490	--	13	5	--	22	13	--	51	68	--	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	18	463	35914	95	100	98	450	484	489	28	8	5	28	15	15	39	62	67	6	14	14
Students with Disabilities	12	239	9808	100	98	87	404	420	432	33	47	35	67	28	32	NA	23	30	NA	2	3
Students without Disabilities	48	1362	69878	98	99	100	447	471	475	19	8	8	40	26	23	38	57	61	4	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	45	1134	38095	100	99	97	436	452	452	20	18	17	47	31	32	33	46	48	NA	5	3
Non-Economically Disadvantaged	15	467	41591	94	100	99	446	490	486	27	4	6	40	16	16	20	67	65	13	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	1606	80372	100	100	99	455	475	475	8	4	4	39	32	30	52	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	823	39452	100	100	99	456	489	488	12	3	3	31	22	22	58	72	72	NA	3	3
Male	35	783	40836	100	99	98	455	459	464	6	6	6	46	42	37	49	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	28	779	33608	100	100	99	445	468	462	11	6	6	46	35	36	43	58	57	NA	1	1
Asian/Pacific Islander	--	45	2098	--	100	99	--	493	500	--	2	2	--	20	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	19	462	36213	100	99	99	471	487	489	5	4	2	37	23	22	58	69	72	NA	4	3
Students with Disabilities	12	242	10526	100	99	94	408	421	427	8	18	15	83	56	53	8	26	31	NA	NA	1
Students without Disabilities	49	1364	69846	100	100	100	467	484	482	8	2	3	29	27	26	63	69	69	NA	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	45	1138	38521	100	99	98	452	466	461	9	5	6	38	37	38	53	56	55	NA	1	1
Non-Economically Disadvantaged	16	468	41851	100	100	100	465	496	489	6	2	3	44	18	22	50	77	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	1433	79306	100	100	99	482	500	504	6	14	13	38	21	20	52	48	49	4	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	691	38845	100	100	99	476	499	505	14	14	11	36	21	20	45	50	50	5	15	18
Male	30	742	40383	100	100	98	486	502	504	NA	14	14	40	21	19	57	46	47	3	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	23	661	32673	100	100	99	475	490	487	13	15	18	39	25	25	48	50	46	NA	9	10
Asian/Pacific Islander	--	54	2147	--	100	99	--	535	539	--	7	5	--	15	10	--	41	46	--	37	40
American Indian/Alaskan Native	12	114	4034	100	100	97	485	482	479	NA	18	22	50	32	29	42	39	43	8	11	7
White	13	449	36234	100	100	99	485	522	523	NA	8	6	31	12	13	69	49	52	NA	31	28
Students with Disabilities	11	258	10286	100	100	91	480	461	462	NA	42	41	55	29	27	36	24	27	9	6	5
Students without Disabilities	41	1175	69020	100	100	100	482	509	510	7	8	9	34	20	18	56	53	52	2	19	21
Limited English Proficient Students	NC	264	10291	NC	100	96	NC	465	458	NC	30	38	NC	37	34	NC	30	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	40	985	37437	100	100	97	481	488	486	5	17	19	40	26	26	53	48	46	3	9	9
Non-Economically Disadvantaged	12	448	41869	100	100	100	485	528	521	8	6	7	33	11	14	50	47	51	8	35	27

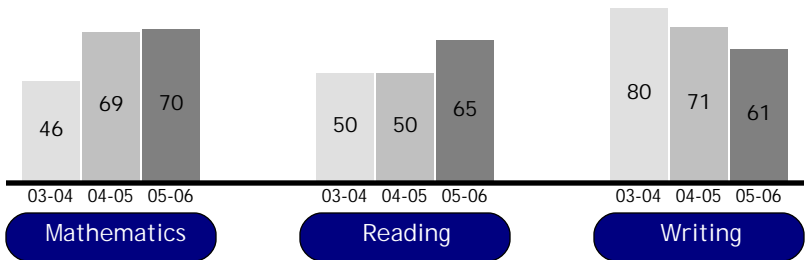
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	1423	79000	100	99	98	479	484	489	4	10	10	29	26	24	65	58	58	2	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	687	38774	100	99	99	489	488	494	NA	8	7	18	23	22	77	61	61	5	8	10
Male	30	736	40150	100	100	98	473	481	485	7	12	12	37	28	25	57	55	55	NA	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	23	653	32508	100	99	98	473	473	472	NA	12	15	43	30	33	57	56	49	NA	1	3
Asian/Pacific Islander	--	54	2142	--	100	99	--	497	510	--	11	4	--	20	14	--	56	67	--	13	16
American Indian/Alaskan Native	12	114	4016	100	100	96	484	470	467	8	11	14	8	39	37	75	44	46	8	5	2
White	13	448	36135	100	100	98	489	507	508	8	4	4	15	15	14	77	66	67	NA	15	15
Students with Disabilities	11	248	9991	100	97	88	474	448	449	9	33	33	36	40	36	45	25	29	9	3	2
Students without Disabilities	41	1175	69009	100	100	100	481	492	495	2	5	6	27	23	22	71	65	62	NA	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	40	977	37234	100	99	97	478	474	472	5	13	15	30	30	33	63	55	50	3	2	3
Non-Economically Disadvantaged	12	446	41766	100	100	99	485	508	505	NA	4	5	25	16	16	75	63	65	NA	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	1430	79611	100	100	99	493	492	496	2	8	7	52	39	37	46	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	689	39016	100	100	99	505	507	511	NA	4	4	45	32	29	55	62	66	NA	1	1
Male	30	741	40519	100	100	98	484	477	482	3	11	10	57	46	44	40	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	23	660	32855	100	100	99	495	484	481	NA	9	10	48	41	43	52	49	47	NA	0	0
Asian/Pacific Islander	--	54	2149	--	100	100	--	494	519	--	13	4	--	22	24	--	63	70	--	2	2
American Indian/Alaskan Native	12	113	3992	100	99	96	505	487	478	NA	4	10	42	47	46	58	49	44	NA	NA	0
White	13	448	36380	100	100	99	483	507	511	8	5	4	62	35	30	31	58	65	NA	2	1
Students with Disabilities	11	257	10664	100	100	94	481	438	440	9	23	23	55	58	54	36	19	22	NA	0	1
Students without Disabilities	41	1173	68947	100	100	100	496	503	504	NA	4	4	51	35	34	49	60	61	NA	1	1
Limited English Proficient Students	NC	265	10362	NC	100	97	NC	443	438	NC	20	22	NC	56	57	NC	24	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	40	983	37626	100	100	98	496	482	479	NA	9	10	53	43	45	48	48	45	NA	0	0
Non-Economically Disadvantaged	12	447	41985	100	100	100	483	512	511	8	4	4	50	31	30	42	62	65	NA	2	1

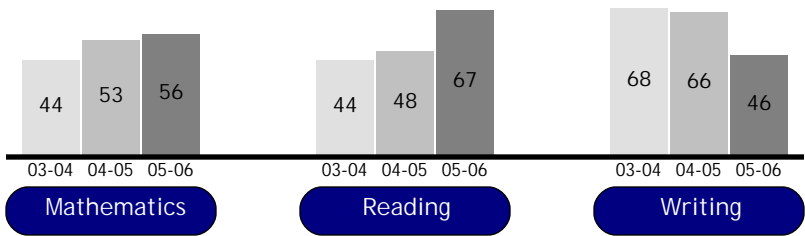
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	91	45	NA	58	100	42	41	47	100	35	41	46
	Language	99	33	44	50	100	41	39	47	100	30	39	48
	Mathematics	99	36	57	64	100	46	44	50	100	30	41	52
3	Reading	100	41	NA	55	98	36	41	44	100	43	41	46
	Language	100	42	54	61	98	35	40	44	99	44	39	46
	Mathematics	100	44	54	61	97	51	46	51	100	44	46	52
4	Reading	97	33	NA	56	98	33	43	48	100	34	44	52
	Language	98	35	45	52	98	43	45	49	100	30	46	52
	Mathematics	98	37	51	61	98	43	48	53	100	30	52	58
5	Reading	98	43	NA	55	100	41	46	50	100	46	52	56
	Language	96	42	43	49	100	39	45	50	100	39	48	54
	Mathematics	96	60	59	63	100	39	45	49	100	39	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Budget
- Ü Instructional Programs and Strategies
- Ü School Improvement
- Ü School Safety Issues
- Ü School, Business, Community Relations
- Ü Extra Curricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	33.00
Other Professional Staff	3.50	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	2	0	0
4 to 6 years	1	5	0	0
7 to 9 years	1	0	0	0
10 or more years	5	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Integrated Communication System
- Ü Library
- Ü Macintosh Computer Lab

Extracurricular Activities

- Ü Music: Band/Orchestra/Choir
- Ü Boys/Girls Team Sports
- Ü Student Council
- Ü Before/After School Tutoring

Social Services

- Ü After School Day Care - Kid Zone
- Ü Parent Nights
- Ü Breakfast/Lunch Program
- Ü Counseling/Psychological Services
- Ü Adult Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Evans School was awarded a Reading First Grant. Reading First funds are dedicated to help our school prevent reading difficulties by establishing high-quality comprehensive reading instruction by well-trained teachers in grades K-3.
- Ü In partnership with Arizona State University, Tempe School District and a private preschool provider, Evans School, are recipients of an Early Reading First Grant to implement an early literacy program for preschool children.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We focus on Lifelong Guidelines and LIFESKILLS for all of our students, staff members, and parents. The Guadalupe Prevention and Intervention Program provides for additional 1.5 counselors with goal to increase student achievement/student attendance.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Hilda Carr-Gaona	(480) 839-8489
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Gary Aungst	(480) 730-7195
School Nutrition Programs	Barbara Sarastino	(480) 774-2126
Parent Organization	Barbara Wood	(480) 839-8489
Student Health/Nurse	Denise VanLanen	(480) 839-8489

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 429 Copies = \$167.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.